



Evidence and
Implementation
Summit 2023
9-11 October

Melbourne, Australia & Online



Behavioural and Implementation
Science Interventions
Yong Loo Lin School of Medicine



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#162 - Do training practices help or hinder implementation? Reflecting on 25 years of purveying family interventions.

Presenting Author(s)*

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Objectives/aims

1. To explore the role of current practices in relation to the commissioning, design and delivery of training that is designed to change practice, particularly as this relates to family interventions in mental health
2. To identify the how current practices in relation to workforce training and development may constrain implementation endeavours
3. To propose ways in which training may be better utilised within the processes of implementation

Methods

This presentation may be best conceived as a case study that includes the observations, reflections and learnings gained by a publicly funded specialist family service, The Bouverie Centre, in purveying family interventions in mental health services for over 25 years. These used to highlight the constraints to practice change arising out of existing approaches to training and to generate opportunities for the more effective use of training as part of implementation endeavours.

Main findings

The main findings are:

1. That training which aims to support the uptake of new practice is frequently commissioned, designed and delivered in a way that hinders meaningful practice change. This is evidenced in a range of ways including large scale training programs that neither provide support or accountability for training participants, a lack of attention to the organisational context in which training participants operate and a tendency to view the provision of training as an outcome rather than a 'necessary but not sufficient' part of the implementation process.



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2. Commissioning bodies, particularly governments should re-evaluate their investment in training as a vehicle for practice change, shifting their focus from training delivery as 'workforce development' to 'practice change' paying particular attention to the organisational context in which training participants work.
3. At a service level there are opportunities for purveyors of new practices to shape training requests in a manner that is more likely to achieve the stated intentions of the service that is requesting training.